



Kirby Muxloe Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY301382 |
| Inspection date | 09 November 2005 |
| Inspector | Alison Edwards |
| Setting Address | 45 Barwell Road, Kirby Muxloe, Leicester, Leicestershire, LE9 2AA |
| Telephone number | 01162 390900 |
| E-mail | |
| Registered person | Magic Nurseries A Ltd. |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Kirby Muxloe Day Nursery registered under its current ownership in 2004 and is one of four settings run by Magic Nurseries A Ltd. It operates from converted two-storey premises near the centre of Kirby Muxloe in Leicestershire and serves the local area. Children use four playrooms with associated toileting facilities. There are additional office, staff and kitchen facilities. There is an enclosed garden for outdoor play. A maximum of 45 children may attend the nursery at any one time. The nursery is open

from 08:00 to 18:00 from Monday to Friday all year round.

There are currently 80 children aged under 5 on roll. Of these 30 receive funding for nursery education. Children attend a variety of sessions. Excluding the manager there are 15 childcare staff of whom 7 currently hold recognised qualifications at level 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean and suitably maintained premises where regular use of a part-shaded garden enables them to have access to fresh air in varied weather conditions, so helping to ensure their health and well-being. Risks of cross-infection for younger children are minimised well as staff consistently follow sound hygiene procedures, for example using disposable gloves and aprons when changing nappies. Older children show growing awareness of self-care routines to help maintain their good health as they independently wash and dry their hands after using the toilet or before meals and talk about the reasons for doing this. Staff liaise with parents to ensure they have ready access to information enabling them to meet children's individual health and dietary needs. They are familiar with contact routines and accident and medication procedures, helping them to act effectively in children's best interests if they are unwell. Staff respond sensitively to younger babies' individual sleep needs, for example settling a baby gently to rest in a cot and draping curtaining to minimise distractions from other babies playing nearby.

Children enjoy appetising meals regularly including nutritious ingredients such as fresh fruit and vegetables so helping them develop healthy eating habits. They are able to have drinks at frequent intervals, so helping ensure they take sufficient fluids.

Children develop increasing control of their small muscles as they use simple tools such as cutlery, crayons and scissors. Young babies enjoy their growing mobility and coordination as they roll and stretch for toys on soft flooring. Older children move freely and with enjoyment when using larger equipment such as wheeled toys or when joining in adult-led ring games such as 'the farmer's in the den'.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in secure and comfortable premises which offer sufficient indoor and outdoor space for them to experience active play or quiet rest. Younger babies are settled and relaxed in their bright and welcoming base area which opens directly onto enclosed outdoor space.

Children use a range of furnishings, equipment and play materials that are in generally sound and clean condition and sufficient to enable them to rest, play and

eat comfortably. A programme to update and replace resources is currently in progress following a recent change of ownership, with well-designed multi-purpose play and storage units helping to create an attractive and stimulating environment for children in renovated areas such as the pre-school room.

Management have established appropriate procedures to be followed in the event of an incident such as a child being uncollected and undertake systematic risk assessments so helping to identify and minimise hazards to children. Staff recognise their responsibility to maintain children's safety in an emergency such as a fire, and are familiar with the procedures to be followed. They maintain constant supervision of children and make use of many routine precautions to maintain their safety, such as use of gates to prevent children's unsupervised access to the stairs. However there are occasional lapses in staff awareness of potential hazards to children, as when the door to the outside storage area is not secured to prevent children's access, or when a box of chunky wax crayons used by younger toddlers also contains small broken pieces of crayon and a paper fastener, constituting potential choking hazards. Children generally follow established safety routines and staff sometimes help them understand the reasons for these, for example explaining why they accompany older children when they are using the cloakrooms.

Staff are familiar with the child protection procedures to be followed in the event of any concerns regarding child abuse, so helping them safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children across the age range are usually settled and relaxed within the nursery. They are confident in their dealings with adults, and begin to develop relationships with their peers, for example as pre-school aged children informally chat to each other at mealtimes about their experiences. Children usually participate willingly in activities, sometimes choosing to be on their own, for example when a toddler tries to fit jigsaw puzzle pieces together, or playing together, as when pre-school aged children cooperate in using a computer programme. Staff often spend time directly with children, creating a calm and friendly atmosphere where children feel comfortable and at ease and begin to understand what is expected of them.

Children experience a variety of activities generally suited to their stage of development. Younger babies receive good attention from staff who respond willingly to their eye contact, gesture and vocal sounds, helping develop early communication skills. Children across the toddler age range sometimes show interest in adult-supported activities such as mixing flour and water to make dough, or in making pretend meals and drinks with play food. However resources and activities are not always well-planned and organised to extend children's independence or purposeful play and learning. For example toddlers are sometimes restless in their play because they have access to only a limited selection of toys such as an assortment of pushchairs and dolls. Some staff working with younger children are aware of the 'Birth to three matters' framework relating to provision for this age range, but as yet this guidance is not yet consistently used to support younger children's development

and learning.

Nursery Education

The quality of teaching and learning for nursery education is satisfactory. Staff are familiar with the areas of learning identified in the 'Curriculum Guidance for the Foundation Stage' and are aware of how children learn through practical play activities. Long-term planning linked to particular themes helps provide children with a variety of activities providing generally balanced coverage across the areas of learning. These include child-chosen practical play experiences as well as adult-led or whole-group activities, so incorporating varied teaching methods to help support children's learning. Sound arrangements are in place to support children with identified special educational needs. Consistent staffing arrangements and established routines help children feel settled and begin to understand what is expected of them.

Children begin to understand how to care for their surroundings when they sometimes help staff tidy up after play sessions. They start to show regard for each other as they negotiate roles in their pretend 'space station'. Children often talk readily about experiences in their lives such as holiday events, but less frequently use language to predict or explain, for example when using dry sand to make a water wheel turn. They make marks with increasing control when drawing or sometimes writing their own names. They sometimes begin to use purposeful mark making independently in their play, for example when using a log book in the 'space station'. They listen to familiar books with enjoyment, showing awareness of rhythm and rhyme when they anticipate and join in with the story. Children often confidently and accurately link numerals to groups of objects in their play, for example when using simple computer programmes. They begin to explore shape when building with plastic bricks or talking with staff about the names of wooden shapes such as square and diamond. They now sometimes begin to consider simple number problems within daily routines, such as when comparing numbers of children sitting at different tables or whether there are more or less cups of a particular colour. However these activities are not yet always carefully planned to provide appropriate challenge for younger or more able children.

Children start to develop their knowledge and understanding of the world as they confidently and competently use simple computer programmes or visit their local park. They sometimes learn about their own and other cultures, for example in creative activities linked to festivals such as Diwali. They handle different substances and materials like dry sand, wooden blocks or interlinking plastic bricks, although are not consistently encouraged to extend their investigation and thinking about their properties. Children use small tools such as pencils, scissors and cutlery with varying degrees of control. They frequently use their large muscle skills as they manoeuvre wheeled toys, participate in ring games, or catch and throw. However large physical play activities are not always carefully planned to provide good levels of challenge and progression for younger or more able children. Adult-led activities introduce children to a range of different art and craft materials and techniques helping them learn about colour, texture and form. Children sometimes have opportunities to explore their own creative ideas. They enjoy singing familiar rhymes and songs. They show enthusiasm and interest when developing on adult-introduced ideas in a

recently refurbished role play area, currently set up as a space station.

Staff observe and record their assessments of children's progress and regularly identify specific targets for development and learning. However at present these assessments and targets are not consistently linked to short-term planning to match activities with individual children's stage of development and provide sufficient challenge to promote their progress to the next stage of learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are usually contented and at ease within the nursery and are often confident in their dealings with adults and peers. Staff have regard to younger babies' identified sleep, care and feeding routines, so helping them realise their own individuality. Older children follow established daily routines, such as sitting down together for meals, and begin to develop independence in some simple self-care tasks such as washing their hands before meals or after using the toilet. Children are often able to exercise choice in their activities, though toddlers sometimes become restless and lack focus when resources are not well-presented to encourage purposeful selection and play. They begin to learn to treat each other and their belongings with care and concern, for example when pre-school aged children talk with each other about how they will use the computer. They usually behave in accordance with staff's expectations and requests, for example when older children are encouraged to help tidy up plastic bricks at the end of a play session.

Staff have regard to information from parents relating to children's individual care needs, to enable them to meet specific requirements, for example regarding health or diet. Policies are in place regarding provision for children with special needs. Staff make sound use of related training to help them work with parents and relevant professionals to identify and support any child with identified special needs. Children undertake some planned activities reflecting cultural and religious diversity, for example craft activities linked to particular festivals such as Diwali. Some resources are in place reflecting different lifestyles, such as books or dolls showing varying styles of clothing. However at present these are not consistently used to best effect to help children recognise and respect people's differing needs, cultures and beliefs. Overall children's spiritual, moral, social and cultural development is fostered appropriately.

The partnership with parents and carers is satisfactory. Use of display boards, together with well-presented written materials and informal discussion with staff, provide parents with useful details about the nursery's staffing, routines and policies helping them understand how their children's care is organised. Daily care records for younger children, together with use of regular developmental reports, help parents and staff share information on children's care and development. Parents of children receiving funded nursery education can view photographs of children's activities and receive regular reports of their children's progress. However they currently receive only limited information about how planned nursery activities link to the aspects of learning within the foundation stage or ways to support children's planned learning at

home.

Organisation

The organisation is good.

Comprehensive procedures are in place to ensure that staff receive relevant clearances and induction to enable them to carry out their childcare responsibilities. Effective contingency arrangements and low staff turnover help ensure children continue to receive consistent care from familiar and appropriately qualified adults in the event of an unforeseen circumstance such as sudden staff sickness, so helping to promote their well-being and confidence. Staff are generally familiar with, and able to implement policies and procedures which are clear, frequently reviewed and specific to the nursery group, so helping to underpin children's care. Appropriate contact and personal details are methodically maintained, enabling staff to take account children's individual health and care needs.

The leadership and management of the nursery education programme for funded 3 and 4-year-olds is satisfactory. Nursery staff make use of available internal and local training to help develop their understanding of the foundation stage and how children learn, so helping ensure children participate in a broad and generally balanced range of activities. Support from local authority mentors helps staff identify areas for improvement, for example effective use of observations and planning help ensure activities are appropriately matched to children's stage of development. An extensive development plan is in place identifying priorities for the nursery as a whole, although on-going evaluation of the effectiveness of the nursery education programme is not yet fully established.

Overall the care and nursery education provided meets children's needs.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

In March 2005 concerns were raised with Ofsted about staffing, the movement of children between rooms, available play equipment, security, safety, the confidentiality of stored records, food portions and behaviour management. Ofsted wrote to Magic Nurseries A Ltd and asked them to investigate the concerns raised and provide information to Ofsted in response under National Standard 2 (Organisation), 3 (Care, Learning & Play), 5 (Equipment), 6 (Safety), 8 (Food and Drink), 11 (Behaviour) and 12 (Working in Partnership with Parents and Carers). Based on the information provided, including details of action taken about some of the issues raised, Ofsted is satisfied that the National Standards are being met. However the nursery has been recommended to ensure that there is sufficient play equipment to meet children's needs and that steps are taken to ensure hazards to children are minimised.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop planning and presentation of resources and activities so these are readily accessible to children and support their development and learning by building on their natural curiosity, and encouraging their imagination, language and mathematical thinking, including consideration of the 'Birth to three matters' framework in provision for younger children
- develop consistent staff awareness of relevant safety issues to ensure potential risks to children are minimised, with particular regard to access to the outside storage area and younger children's access to small items posing a potential choking hazard
- develop regard for anti-discriminatory good practice with regard to helping all children recognise and respect diversity, for example through more use of resources and activities reflecting positive images of culture, lifestyle and ability

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop more effective use of observations and goals for children's development to inform short term planning to ensure activities and experiences consistently provide good levels of challenge and progression for individual children across all aspects of development including large physical skills
- develop provision of information for parents about areas and aspects of learning within the foundation stage and ways to make more links between home/planned learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk